

Montana Schools

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Office of Public Instruction Georgia Rice, Superintendent

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New training
for new bikers

On the road to safe cycling

"You wouldn't teach skiing without taking your students to the slopes," said Dan Burden, consultant for the Missoula Bicyclist Training Program. Yet according to Burden, most students of bicycle safety receive their instruction within the confines of the classroom; and research shows that such instruction produces no evident change in students' behavior on the bike. In total, 80 hours of research—into 20 current documents and program designs—went into the Missoula program, which will soon be ready for statewide implementation. Half of its training is given on the bicycle itself. "The program is the first of its kind," Burden said.

In the spring of 1979, the National Highway Traffic Safety Administration, through Montana's Highway Safety Office, awarded the program's planners a grant to develop the program. The Office of Public Instruction assisted in securing the grant and continues to consult on the program.

The Missoula Police Department directs it, and Russell School physical education instructor Roger DeBrito heads it in collaboration with the city bike coordinator and Burden. Burden has written guidelines for bicyclist training and conducted workshops nationwide for NHTSA. A grant awarded in December 1979 will allow the planners to implement and evaluate the program.

The course will be offered for the first time this spring to almost all of Missoula's fourth-graders: a small number of fourth-graders will participate as a control group and will go on to receive the instruction in the fall. Some third- and fifth-graders will also participate this spring, so that planners can ascertain whether any units of the program are more readily mastered below or beyond fourth grade. A group of psychologists will determine the success of the program with the help of students' pre- and post-test results.

The program is divided into 20 units. Ten units are taught in the classroom, seven on the bicycle in a "controlled environment" (such as on the school track), and three are taught on the bicycle in traffic.

This spring, the program will be offered in six-, 12- and 20-hour sessions. That way the planners can determine how many lessons are needed for the program to succeed. "We think you need 20 hours," Burden said, "but lots of schools wouldn't make such a commitment." After this spring's trial run, the planners will recommend formats for carrying out an effective program.

Physical education teachers will give the experience-based instruction, for which they will train 20 hours and receive two graduate credits. Classroom teachers and librarians will train two hours in order to teach the classroom units. The planning team will offer specialized instruction.

Through their research, the plan-

ners singled out what skills are necessary for avoiding the most common bicycle accidents. Said Burden: "Students need perceptual and hazard recognition skills, to know what constitutes a hazard. It used to be assumed kids had the same awareness of hazards as adults did. That's not true."

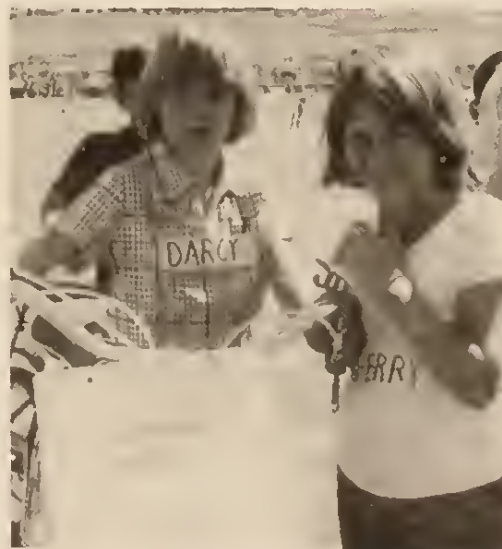
The program is the first of its kind. The students spend half of their training on the bicycle itself.

Students will learn how to scan to the rear without swerving; how to brake without skidding or swerving; and how to dodge rocks and potholes without darting out into traffic. They will also observe how motorists behave in traffic, even "how they cheat," Burden said. Whereas bicycle courses in the past have demanded mere rote memorization of traffic ordinances and principles of bike-riding, Missoula's program will integrate the facts with activities, "so kids know and understand why they have to share the road the way they do," Burden said.

For youngsters, the most common bicycle accidents are caused when they dart out of the driveway into the street, fail to pay attention to traffic signs and signals, and swerve in traffic, Burden said. Parents will be alerted to these mistakes through take-home literature and media announcements.

Once Missoula's program is perfected, it will be offered across the state. "Our long-range goal is to have a successful program that is usable and easily implemented throughout

continued on page 3. . .



Conservation saves energy \$\$\$\$\$

Energy consumption in schools can be sharply curtailed. Although school buildings vary greatly in age, construction, function and layout, they share certain use patterns where conservation techniques can be applied.

Improve heating system efficiency--

The major consumer of energy in a school building is the heating system. Excessive consumption is commonly caused by lack of adequate maintenance procedures and policies of "first costing." The Educational Facilities Laboratory estimates that by establishing periodic inspection, adjustment, repair and replacement, energy consumption would be reduced by five to 30 percent and efficiency of the heating system increased eight to 25 percent. The

policy of minimizing first cost of a school building without considering operating costs is a frequent phenomenon. By employing energy-conserving strategies and life-cycle costing in the planning of a new building, school energy consumption may be reduced by up to 50 percent (as compared with a conventional school building). Viewed in the context of its 40-year life-span, initial construction cost becomes relatively insignificant.

Reduce full-temperature operating hours--

As much as 90 percent of the heat requirement of a school is made when the building is unoccupied. Lighting of unoccupied space may account for 15 to 20 percent of a

school's electricity consumption. A seven-day, day-night thermostat may be added to allow night setback, and maintenance personnel may be instructed to shut off lights. Ideally a school building should have dual-level thermostats for individual areas, thus providing for after-hour use of the facility without excessive energy consumption.

Reduce outside air intake--

Traditionally, schools have been designed with high air exchange rates. Many of these schools exceed the legislated minimum ventilation requirements by two or three times. By adjusting ventilators to meet minimum code requirements, it is estimated that schools can realize savings of approximately \$600 to \$1200 per year.

Minimize lighting--

Energy consumption for lighting can be reduced by 14 to 25 percent with no real sacrifice in quality. Reducing lighting saves energy in two ways—in direct consumption of electricity and in dissipation of light-generated waste heat. Two easy methods for reduction of energy consumption are local switching and task lighting.

Many classrooms have one switch for all fixtures in the room. By providing separate switches for lamps near windows or chalkboards, up to 25 percent of daytime classroom lighting may be eliminated.

Task-oriented lighting may be more difficult to implement, but it has even greater possibilities for reducing energy consumption. However, it is often impractical to light a classroom by providing only the level of light needed for one given task.

Lighting within schools is primarily fluorescent, with some mercury vapor and high-pressure sodium lamps. At present, scheduled relamping offers greater energy savings than conversion to alternative lamp sets.

Train operating personnel--

The maintenance staff is often overlooked as an energy consumer. Without adequate staff training, improper, energy-wasting operation is virtually assured. Thirty percent may be cut from a school's energy budget simply by training the maintenance crew to properly calibrate and control the equipment. ★

Information was taken from **Buildings Energy Use Data Book—Edition 2**, prepared for the Office of the Assistant Secretary for Conservation and Solar Energy Policy Planning and Evaluation, Department of Energy, published December 1979.

IDEA \$ BANK

★ In Miles City, the high school student council sponsors a student-of-the-month and student-of-the-year award for each grade. Local banks cooperate in awarding a scholarship to the senior Student of the Year and certificates of deposit to the Students of the Year in the other grades. Contact the assistant principal.

★ The Southeast Administrators are sponsoring a workshop for school custodians. Contact Ray Frank, superintendent at Terry.

★ At Graff School (1-6) in Laurel, RSVP coordinates a program in which senior citizens assist in the library. They work in teams on two-hour shifts. Contact Bob Singleton, superintendent.

★ At the middle school in Terry, the student council makes a weekly, walk-through inspection of the building for cleanliness and care. Special assemblies and activities encourage the student body to keep the school in good condition. Contact Mr. Walton, the middle school principal.

★ In Fairview, one area of the kindergarten floor is covered in a long shag carpet, on which the youngsters can rest.

★ In Huntley, the school sponsors a "New Parent Night" to acquaint the parents with the educational program. "New parents" also receive a booklet on the school and community, and hear representatives from local organizations present their goals and purposes. Contact Calvin McRae, superintendent.

Missoula bridges the school-community gap

by J. Jeffrey Deitz, Supervisor
Career/Vocational Programs
Communications Coordinator
Missoula County High Schools

If you were to visit a classroom in a school in Missoula, you might not find the teacher at the head of the class. Instead, you might find a local grocer, a computer operator, a beautician or any of a hundred other people. Or, you could open the classroom door and find no one at all! The entire class might be at a local ranch, a museum, a bank or a factory.

What's happening in Missoula's schools? The answer lies with the Missoula Area Resource Center (MARC), which has been bringing the Missoula community and schools closer together for the past four years. MARC, a clearinghouse for instructional resources, was initiated by Missoula County High School and is available to every teacher in Missoula County.

MARC encourages the use of community resources by locating resource people, scheduling field trips and identifying materials within the community that will benefit learning. In short, MARC helps teachers show kids real-life applications of the subjects they are studying.

The resource center brings together students and persons involved in local businesses, industries, trades, services and the arts. (The list is endless.) They meet most often in the classroom, but frequently students venture out into the community as well. Also, an increasing number of businesses and agencies are finding that MARC is a convenient and reliable vehicle for making their educational

materials—such as films, literature and complete teaching units—available to schools.

MARC is an idea that works. Last year over 300 community volunteers visited Missoula's classrooms. In addition, 98 field trips were arranged and 352 resource materials were distributed. This represents over 30,000 student-community contacts in the Missoula area. This year, usage has already increased more than 50 percent.

The benefits of a resource clearinghouse are many and varied. According to Carolyn Eagle, resource coordinator, students develop new appreciation and enthusiasm for the topics they are studying and for the persons involved. When kids get to talk with the people behind the desks, the marquees or the lunch counters, a wholly new understanding begins to develop, Eagle said.

And what does the community think? Eagle reports that nearly every time businesspersons visit classrooms or welcome groups of students to their places of work, they feel good about the part they play in the education process.

After visiting a high school class, George Caras, owner of Garden City Floral, said that he enjoyed talking to young people and that their questions were good. Registered nurses said, "We two RN's—amateurs at public speaking—were gratified at the interest shown us and our subjects. Thanks for asking us." A local veterinarian, Dr. Minott Pruyn, said, "I enjoyed the opportunity to speak to the classes. Programs such as these appear to be very beneficial to a complete education program."

Besides gaining the satisfaction that comes with sharing, community volunteers receive high marks

from teachers as well. Typical comments include: "excellent presentation, very helpful to the students and me"; "well organized and knows a great deal about the area she is talking about"; and "my kids sat spellbound for 1½ hours." Thank-you letters from students are equally enthusiastic.

Because today's students are better informed but less experienced, it is becoming increasingly important to provide them with real-life experiences. Members of the community can fill a void by sharing their vocations, hobbies, travels, recollections and special skills. Every community, regardless of its size, represents an untapped source of valuable information from which others can benefit.

Teachers have almost always invited community people into their classrooms or arranged to take their classes on local field trips. Yet finding appropriate resources requires time and a knowledge of the community that teachers often do not have. A resource clearinghouse such as MARC can help them.

In larger communities, the school district may want to establish its own clearinghouse. In smaller localities, Chamber of Commerce offices could perform the clearinghouse's function most effectively. Missoula's resource coordinator serves part-time, and all community resources are volunteers. With such an approach, programs need not be expensive.

Why are more schools and communities using resource clearinghouses? Maybe the youngsters have the answer. Following a presentation about the trucking industry, a young man was heard to say, "Wow! I didn't know my dad had so many important things to do!"

What do you think? ★

cycling

...continued from page 1

Montana," said Curt Hahn, manager of traffic and safety education in the Office of Public Instruction. The planners hope to win another grant soon to enable them to train teachers for the program at local workshops around the state.

The American Alliance for Health, Physical Education, Recreation and Dance will give the program national attention in a future issue of their publication. "The Alliance is looking at the Missoula Program to promote a program nationwide," Burden said. Already six other states are interested in implementing Montana's program. "We're really pleased that what we're doing isn't going to stop here," Burden said.

Since May is National Bicycle Month, all schools are encouraged to observe it with some of the activities listed below. Also, write the Office of Public Instruction, Division of Traffic and Safety Education, for a copy of the **Montana Bicyclist's Guide**. In 31 pages, the guide gives information on laws, safety rules, equipment re-

quirements, traffic controls, purchasing, maintenance and protection techniques, hazard-recognition procedures, and commuting and touring by bicycle. The guide is written for all ages and is available on a first-to-request, first-to-receive basis by calling Curt Hahn, Manager of Traffic and Safety Education, toll-free 1-800-332-3402.

Bicycle Month Activities

Bicycle Rodeo. Schedule a day of bicycle skill tests oriented to actual traffic situations. Involve town police to include bicycle inspection and registration. Have a repair clinic.

Bicycle Tour. Parks and recreation departments, physical fitness groups, bike clubs, might plan a tour through scenic or historical areas, or within or around city.

Midnight Bicycle Ride. End it with a breakfast and discussion of safety.

Bicycle Raffle. Money collected from the sale of tickets can be used to purchase and distribute bike safety information.

Bike-A-Thon. Like a walk-a-thon. Ask people to pledge certain amounts of money per mile ridden by participating bikers.

Bicycle Registration Campaign. Have registering agency present at all

Bike Month events. Set up registration booths in public places.

Bicycle Race. Open it to everyone or to highly-trained riders only.

Hazard Location Contest. State a contest of locating and mapping hazards to bicycle safety in your town. Look for parallel storm-sewer grates, traffic signals that cannot be activated by bikes, potholes, etc. Share the information with the local government.

Through their research, the planners singled out what skills are necessary for avoiding the most common bicycle accidents.

Bike-In. Close a road on the weekend for this rally. At the end of the course, state a program, with press coverage. Accompany with picnics, games.

Donate a Parking Place. Present bicycle racks to merchants, schools. Or obtain permission to weld rings on parking meter poles for bike parking.

Bicycle Club. Organize a club, meet regularly to discuss cycling, plan trips. Can be sponsored by civic clubs or local government.

Bike Safety, Maintenance, Repair Classes. For older teenagers and adults; sponsored by parks and recreation departments, high schools. Involve police, experienced cyclists in presentations.

Bicycle Speakers Bureau. Organize a group of cyclists to speak at civic clubs during Bike Month. Show movies.

Bicycle Awareness Campaign. Plan a campaign with local media—include cycling articles, safety tips, etc.

Bicycle Surveys. Develop questionnaires with civic groups, or survey door to door or by telephone. Tabulate information for local government.



Review of Local Bike Ordinances. Organize a committee to study ordinances, suggest changes.

School Library Displays. Work with librarian to set out books on bicycles.

Shopping Center Displays. These displays may deal with the history as well as the many uses of bicycles and the future of pedal power.

School Assemblies. Schedule guest speakers at assemblies (or in individual classes). Experienced bikers can make a good impression on young riders. ★

★ Be alert to art hazards ★

Artists Beware: The Hazards and Precautions in Working with Art and Craft Materials is not only the title of a new book, but also a topic of growing concern nationwide. Here are some things you can do.

1. Subscribe to **Art Hazards Newsletter**, Center for Occupational Hazards, Inc., 5 Beekman St., New York, NY 10038, (212) 227-6220. \$10 for a one-year subscription of ten issues. New subscribers receive all issues published in current year, unless they request otherwise.

Changes set for certification

5-12 level of certification added in 1983.

Secondary endorsement of the Class 1, 2 or 5 certificate means the holder is authorized to teach in grades seven through twelve and in postsecondary vocational-technical programs if so specified. Teachers shall be assigned at the levels and in the subject for which their certificates are endorsed. Exception: Teachers who hold secondary certificates and who are assigned in grades seven or eight may teach in subject areas for which they hold no endorsements, if they have 15 quarter-hour credits in the assigned subject areas. The 15 credits shall include a methods course in the teaching of the particular subject area, appropriate to the grade levels. The exception shall expire July 1, 1983.

After 1983, secondary endorsement will cover grades 5 through 12 for all new applicants graduating from approved programs. Within the approved programs, emphasis must be placed on student growth and development, behavior, and reading and writing skills. Student teaching and observation periods, when combined, must cover both 7-12 and 5-6 grade levels.

Renewal of secondary certificates issued prior to July 1, 1983, will be valid in grades 7-12 unless the additional course work has been completed to meet the 5-12 requirement.

2. Order from the following list of books, articles, data sheets. Use same address as above.

Data sheets, 25 cents each: Are Public School Art Materials Safe?; Art Painting; Bibliography; Ceramics; Children and Art Materials; Commercial Art Hazards; Common Solvents and Their Hazards; Craft Dyeing; Face and Eye Protection; Flammable and Combustible Liquids; Gloves; Lead and Lead Compounds; Organic Pigments; Paint Removers; Photography; Plastics; Respirators; Reproductive Hazards; Safety Rules for Power Tool Operation; Silk Screen Printing Hazards; Silver Soldering; Stained Glass; Ten Safety Rules for Artists and Craftspeople; Traditional Sculpture and Casting; Welding, Soldering and Brazing; Workers' Compensation for Artists.

Articles: "Health and Safety in Schools," compilation of four articles from **Art Hazards Newsletter** by G. Garazani, M. Rossal and L. Smith, \$1; "Labelling Problems of Arts and Crafts Materials" by Michael McCann, Ph.D., presented at SOEH Conference on Health Hazards in the Arts and Crafts, Washington, D.C. (Oct. 20, 1978), 75 cents.

Wall chart: "Health Hazards in the Arts and Crafts," 16½ x 20", multi-colored, shows hazards and precautions, \$2.75.

Books: Artist Beware: The Hazards and Precautions in Working with Art and Craft Materials by Michael McCann, 396 pp, Watson-Guption, New York (1979), \$16.95; **Health Hazards Manual for Artists** by Michael McCann, revised, 1979, Foundation for the Community of Artists, New York, 48 pp, \$4.

The Center for Occupational Hazards encourages your requests to reprint articles from the **Art Hazards Newsletter**. (They also welcome news of events, articles or other items about art hazards.) For permission to reprint their articles or data sheets, address requests to: Monona Rossol, Director, Art Hazards Information Center, 5 Beekman St., New York, NY 10038. ★

Schools receive energy grants

Fifteen school districts in Montana received special federal matching energy grants through the Montana Department of Natural Resources and Conservation. Grants to provide technical assistance to schools to identify energy conservation maintenance and operating procedures were issued to 13 school districts. The schools and the amounts of their grants were:

	Federal	Local Match	Total
Anaconda (1 school)	\$ 750	\$ 750	\$ 1,500
Billings (14 schools)	\$54,352	\$54,352	\$108,704
Billings (Food & Adm. Bldg.)	\$ 525	\$ 525	\$ 1,050
Box Elder (1 school)	\$ 2,145	\$ 2,145	\$ 4,290
Chinook (2 schools)	\$ 3,322	\$ 3,323	\$ 6,645
Fort Benton (1 school)	\$ 2,000	\$ 2,000	\$ 4,000
Glendive (1 school)	\$ 6,326	\$ 6,326	\$ 12,652
Helena (4 schools)	\$14,043	\$10,207	\$ 24,250
Missoula (1 school)	\$ 9,483	\$ 9,483	\$ 18,966
Three Forks (1 school)	\$ 4,255	\$ 1,495	\$ 5,750
Whitehall (1 school)	\$ 2,382	\$ 596	\$ 2,978
White Sulphur Springs (2 schools)	\$ 3,075	\$ 3,075	\$ 6,150
Wibaux (3 schools)	\$ 3,783	\$ 3,784	\$ 7,567

Scobey and Moore schools received federal grants for approved energy conservation measures. Scobey school plans to: replace single pane windows with double pane windows of reduced size; insulate and lower gym ceiling; replace lighting in elementary classrooms; convert from oil to coal heating; and insulate and lower shop ceiling. For these projects they received \$82,659 in federal money and matched it with \$82,660, for a total of \$165,319.

Moore Public School received \$16,945 in federal money for projects already completed in the school. They included insulation, modification of windows and other window-like openings and modification of vestibules to be more energy efficient. The total cost to Moore Public School was \$34,576.

More grants are available

The Department of Energy has set June 15, 1980, as the date for submission of Phase II, Cycle II matching energy grants to schools. Notification of grant approval or disapproval will be September 1, 1980. For more information contact Fred Easy, Department of Natural Resources and Conservation, 32 S. Ewing, Helena 59601; or call 449-3940. ★

PRIME TIME

vocational education

The Special Vocational Needs segment of vocational education was created by Congress in the Vocational Education Amendments of 1968 to provide vocational education opportunities for the disadvantaged and handicapped. All subsequent federal vocational education legislation has addressed the needs of this special population on secondary and postsecondary levels.

The current federal law, P.L. 94-482, mandates that 30 percent of the basic federal vocational education grant be set aside for Special Vocational Needs. Of these set-aside funds, 20 percent must be directed toward the disadvantaged and 10 percent must be spent for vocational education of the handicapped.

Part IV, page 43, of the **Guidelines for Vocational Education in Montana, January, 1980**, states: "These monies may be expended on programs to provide the prerequisites for success in a regular vocational program. Students who lack reading and/or math skills may be provided remedial academic programs directed towards successful participation in regular vocational classes. Prevocational or preparatory skills other than academic may be included in programs for Special Vocational Needs students. When a student does not possess the backlog of knowledge of the basic principles of vocational areas, special equipment and materials may be purchased to ameliorate these vocational deficiencies. In addition to these programs, tutorial services may be funded to heighten the student's chances for success in the regular vocational classroom." This is to say that the expenditures of Special Vocational Needs monies in some way must be tied directly to vocational education.

Federal law requires that all programs have a vocational objective; so it is evident that even a prevocational program must provide individuals some basic skills for employability even though it is accepted that further training is necessary for them to be competitive in the job market. Such programs, according to federal law, must "be of significant assistance to the individuals enrolled in making an informed and meaningful occupational choice as an integral part of a program of orientation and preparation." Thus, Special Vocational Needs is not an entity of its own, but rather a supportive service to vocational education.

Special Vocational Needs funds are granted on an annual grant application basis. Prior to the submission of application for funding, a needs assessment that includes student population identification must be initiated. Federal regulations state that the disadvantage or handicap must be of such an extent that the student cannot succeed in the regular vocational classroom without

special educational assistance or a modified vocational education program.

The results of the needs assessment must be reflected in the body of the application proposal. The Office of Public Instruction shall not fund Special Vocational Needs projects beyond the third year unless this office receives clear and unquestionable reasons why a fourth year of funding should be considered.

Prior to the enactment of P.L. 94-482, Special Vocational Needs funds could fund up to 100 percent of the costs of the project. However, with the enactment of this law, grant recipients must provide a 50/50 or dollar for dollar match.

Within the various funding categories during the current fiscal year, a total of \$787,413 was awarded to more than 25 recipients. These projects encompass a diverse assortment of student populations and educational methods. The equipment-sharing projects of various secondary schools in Hill, Blaine, Liberty, Valley, Daniels, Sheridan, Richland and Carbon counties bring vocational education to the disadvantaged and handicapped students in rural, isolated areas of Montana. Funding interpreters of the deaf allows deaf students at the Montana School for the Deaf and Blind to be mainstreamed into all Great Falls high schools' vocational programs.

Through a Special Vocational Needs grant, Dr. Ken Bruwelheide at Montana State University has received wide recognition for the modification of common shop equipment to meet the needs of the handicapped.

Project Prime

Project Prime has been developed through a grant to Montana Easter Seals to facilitate vocational counseling and evaluation in rural high schools. Broadwater, Jefferson, Meagher, and Lewis and Clark counties have this service available to their high schools. In addition to numerous paper and pencil tests, the Hester and Valpar evaluation systems are employed to measure motor abilities, intelligence, perceptual motor, and physical strength. These tests, coupled with Singer work samples, culminate the evaluation with a computer printout on the sixth and final day at Project Prime. Students that complete the evaluation are encouraged to utilize the data gathered through their own schools to continue to explore and plan for a place in the world of work.

Dr. Gary Meers, Professor of Special Vocational Needs, University of Nebraska, stated the Project Prime is the most comprehensive evaluation project in any rural area and the majority of urban centers he had visited in the United States. Dr. Meers is the past president of the National Association of Vocational Education Special Needs Personnel and is currently a candidate for Vice President of the American Vocational Association. Further information on Project Prime may be ob-

tained by contacting the Special Vocational Needs Consultant, Office of Public Instruction, State Capitol, Helena 59601, 1-800-332-3402.

—Jim Golden, consultant
Special Vocational Needs

MATH & SCIENCE

MicroSIFT: Clearing the Way. A clearinghouse for microcomputer software, courseware and hardware information for schools is beginning operation at the Northwest Regional Educational Laboratory (NWREL) in Portland, OR, under a three-year grant from the National Institute of Education. The focus of the project is on instructional and administrative applications for K-12, with a major emphasis on collection, evaluation and dissemination of materials and information. The clearinghouse, called MicroSIFT (Microcomputer Software and Information For Teachers), is a central project of NWREL's Computer Technology Program, which has been productively involved for more than a decade in developing methods and materials for computers in education. For more information call the math/science consultant in the Office of Public Instruction.

Mathematics & Careers for the 1980s. Educators interested in stressing the importance of the math we all use can now call on the new Mathematics & Careers resources just released by the National Council of Teachers of Mathematics (NCTM). Priced at \$4.30 per career packet, with individual member and quantity discounts available, Mathematics & Careers can be ordered from the NCTM, 1906 Association Drive, Reston, VA 22091; (703)620-9840.

The Math/Science Network is an organization established to encourage youth to consider and prepare for broad study and work in math and science. If you would like further information, call the math/science consultant or write or call Joanne Koltov, Math/Science Resource Center, Mills College, Oakland, CA 94613, (415)635-5074.

The United States Metric Board, in cooperation with the NCTM, the National Education Association, the American National Metric Council, and other organizations, is supporting a National Metric Week May 5-9. This event is designed to acquaint the general public with the meaning and applicability of metric terms and measures in daily life. For more infor-

mation on participation, contact Bill DeReuter, U.S. Metric Board, 1815 N. Lynn St., Suite 600, Arlington, VA 22209, (703)235-2820.

Astronomy Day 1980 has been set for Saturday, April 26, by many amateur astronomy groups, planetaria, museums and observatories. The Astronomical Association of Northern California, Western Amateur Astronomers and the Astronomical League are asking their members and affiliated societies to conduct public astronomy activities on Astronomy Day in a joint, nationwide effort. The most effective programs seem to be those held at shopping malls or museums where large crowds can be gathered. For information packets on organizing local observances, write Irene Sacks, Morris Museum, P.O. Box 125, Convent Station, NJ 07961.

Arbor Day. Don't forget to celebrate Arbor Day, April 27. It's a special day to plant a tree. Look in your April mail for the Department of Natural Resources and Office of Public Instruction pamphlet on Arbor Day.

Computer Tips—NCTM Computing Committee. The following factors are important in choosing computers for the classroom.

What language(s) do you wish to teach, if any? Right now BASIC is the popular language. You can teach a great deal about computing through BASIC. FORTRAN is a good second choice, though business languages such as COBOL or RPG are equally justifiable. A micro for Montana students should have a good version of BASIC and perhaps a second language for "hot dogs" and business students.

Software must be considered. Does your vendor have a fairly complete set of programs that will meet your teaching needs? You probably do not have time to write all the programs you will need. Maybe you can share with teachers who have compatible hardware.

What about service? If your vendor cannot promise you good, quick service, be careful. If you have to ship your machine to Los Angeles every time a dark cloud comes over, you have a problem. Check the service record for the computer you'd like to buy. Ask the vendor for names and numbers of satisfied teacher-customers; then call them about service.

Is the system simple to operate? It is tough enough to teach without being handicapped by a system so complex that students can't succeed with it. The system should look good, too. You may not believe it, but color is a big instructional advantage.

What about storage? How much is minimal for the 30-student programming class? A very skillful teacher could barely get by with 4K or RAM. Certainly a class of 30 students could use 16K to 24K of available RAM. Over 40K of available RAM is not needed for all but unusual class uses.

What about the speed of the computer? This is not a critical factor except as it relates to disk versus cassette drive. Cassette drive is too slow for effective teaching; disk is worth every penny it costs.

Can you get by without a printer? Not in a good program. The student needs hard copy to read when not on the computer; the teacher needs hard copy to grade.

How can the school change computing hardware to meet changing needs? Buy expandable hardware, allowing for additions of memory, a

second disk drive and a printer. Will you be able to tie additional micros in with your originally-purchased machine?

Cost? This is the final question to consider. A reliable micro with one disk, sufficient storage and an adequate service guarantee can be purchased for less than \$3,000.

—Robert Gibson, consultant
Science/Mathematics

gifted & talented

The Future Problem Solving Bowl saw its first year of participation from students in Montana schools. The efforts of East Junior High students in Great Falls and students from Isabel Bills Elementary School in Colstrip paid off with excellent ratings in the national competitive writing program.

Carol Dee Cornwell, coordinator of the Northwest Problem Solving Program, states: "It is the contention of those involved in problem solving that it is the most important skill that can be taught in the schools today. It cuts across the total curriculum and goes into the private lives of those who learn these skills. With the changes in our society happening so rapidly, students in the schools today need to have the ability to adjust and solve problems that will confront them as adults."

The fifth- and sixth-graders from Colstrip and the junior high students from Great Falls utilized a team approach to reach their goal of solving problems grouped under the following topics, which were presented to all participants: "New Modes of Transportation, (Electric Cars, Monorails, Trains on a Magnetic Field, etc.)," "Regular Space Travel" and "Ocean Farming." The students were supported by their coaches Pat Bushley, Sharon Patton and Angela Nagengast from East Junior High in Great Falls, and Susan Stairs from Colstrip.

Students who took part were: Christy Lewis, Jeff Quinn, Nathan Urban and John Melby (fifth- and sixth-graders from Project Etc.); Janice Collins, Tim Evanson, Angela Ewing, Robert Kessler, Niki Bohne, Mike Brown, Stephanie Stevens, Lori Wills, Sydney Davidson, Sarah Conklin, Cori Cereck and Cheryl Parzych (East Junior High).

For further information on the Future Problem Solving Bowl in Montana for 1980-81 contact: Nancy Lukenbill, Consultant, Gifted & Talented Programs, Office of Public Instruction, State Capitol, 1-800-332-3402.

Need Some Creative Thinking Projects for the Classroom?

Here are several activities taken from *Hey! I'm Through, Now What'll I Do?* by C.D. Cornwell, Boise State University, Boise, ID 83725.

Recycling Project—Have each student make something useful out of a throw-away item (paper towel tube, butter tub, little box, etc.). Amazing and interesting items are frequently produced with this project.

Letter to 50th Class Reunion—Imagine it is 50 years after your high school graduation. Write a

letter to the chairman of the class reunion stating that you will be unable to attend. Your letter is to be read to the class, since you won't be there to tell them what you have done during the past 50 years.

Tell what has happened and what your life is like at the age of 68. Take into consideration social and technical changes that have taken place. This project moves into the cognitive domain and covers fluency, flexibility, originality, elaboration and futures.

Another good source for creative ideas is the *Region III Newsletter*, Illinois State University, Area Service Center for the Gifted, 401 Fairchild Hall, Normal, IL 61761. "Yellow Pages through History", taken from the newsletter, tells how to develop a historical yellow pages unit starting with the Stone Age. Even though there have been many books written about major events in history, we still know little about how our ancestors lived their everyday lives. Perhaps that's because the world didn't have classified telephone directories in ages past.

We all know there's no substitute for reading the Yellow Pages to find out how a community lives and works. So, why not have your students suppose that telephones had been invented at the dawn of mankind, with phone books appearing a few months later. Here are a few ideas to get your students started. After you finish the Cave-Man era, start on the Ancient Rome Yellow Pages.

MR. LUB'S FUR SALON

FEATURING GORGEOUS
SABER TOOTH
TIGER PELTS

Many With Skulls Still Attached For
Wear As Fashionable Parkas

345 Path Through The
Garment District FAngsnarl 5-6336

GRAB'S TYRANNOSAURUS TRAINING

TURN YOUR BIG LOVABLE MUTT
INTO A GUARO DINOSAURI

We Teach Pets to Stomp on
Intruders at Your Command!

116 Place of Slimy
Green Water R0ckside 8-2660

OVERLAND MIGRATION TOURS

MAKE RESERVATIONS NOW
TO ESCAPE THE NEXT ICE AGE
BY WALKING SOUTH

Reach the Tropics in Less Than
Four Generations

Nightly Food & Lodging Arranged
on Pillage or Barter Plan

816 Track of the
Scary Animals LAndbridge 6-4133

IRG'S STONE QUARRY

Many Varieties of Large & Small
Rocks for Throwing At Many Varieties
of Large & Small People

"We Chisel to Meet Your Requirements"

2 Path Running Downhill PLiocene 6-5275

THE WHEEL Mankind's Hottest New Invention:

Be The First in Your Neighborhood
To Own One While It's Still In
The Experimental Stage!

IDEAL FOR USE AS A CONVERSATION
PIECE, A LAZY SUSAN OR SOME-
THING DECORATIVE TO LEAN AGAINST
YOUR FAVORITE TREE

For Prices & Specifications
PHONE
BRainstorm 3-9077

—Nancy Lukenbill, consultant
Gifted and Talented Programs

English BULLETIN

April is not too early to begin summer plans—with resources to examine, thoughts to ponder, summer school and workshops to attend. Here is a pot-pourri.

Resources

Classroom Practices in Teaching English, 1979-80: How to Handle the Paper Load appears at a time of renewed public concern about writing skills. The 27 authors of this collection, including Montana's own Linda Shadiow, have developed successful classroom strategies for teaching composition in a way that can be more effective and less time-consuming than traditional methods.

Grouped into six sections and directed to all grade levels, the essays discuss such strategies as free-writing, journals, teacher consultation during the writing process, students as editors, peer evaluation and focused grading. Each essay advances a method to teach composition conscientiously and which cuts down to size the often gigantic paper load generated by more traditional methods. This book is available from the National Council of Teachers of English.

The **HM Study Skills Program** is rooted in the conviction that reading and mathematics are not the **only** basics. Even more fundamental are the study skills, broadly defined as processes for learning.

This unassuming workbook and accompanying Teacher's Guide represent a joint effort by Harvard University's Bureau of Study Counsel, Milton Academy and the National Association of Secondary School Principals. It is available from NASSP.

The program is directed to students in grades eight through 10 and features a learn-by-doing approach. The consumable student booklet is meant for classroom instruction, not for do-it-yourself home projects or for special mini-courses.

Unit titles illustrate the scope of the program: Learning to Listen, Vocabulary (Getting Meaning from Context), Note-Taking Methods, Listening and Taking Notes, A Way to Read Textbooks, Vocabulary (Literal and Figurative Meanings), How Do You Study?, Improving Your Memory, Preparing for and Taking Tests (Objective Questions), Organizing the Paragraph, Organizing the Paragraph (cont'd) and Answering Essay Questions, and Using Your Time.

Thoughts to Ponder

"It is a paradox that, although the striving to master a skill is supremely human, the total mastery of a skill approaches the nonhuman."—Eric Hoffer

"Language is learned in context; it is not detached from the environment and structured in bits and pieces."—Kenneth Hoskisson

"In spite of the fact that the rules of the language game are thousands of times more complicated than the rules of chess, every normal child learns to talk."—Thelma Weeks

"Loyalty to petrified opinion never yet broke a chain or freed a human soul."—Mark Twain

Summer Activities

A few of the workshops and summer course offerings of interest to English/language arts educators include:

"Building a Total Language Arts Program: An Action Workshop." 2 credits. Northern Montana College, given by Beth Sonju. July 31-Aug. 2.

"Directing Workshop for High School Teachers." 4 credits. University of Montana. This is a special workshop for those who find themselves in charge of the school plays and who have not had an academic drama background. Contact James Kriley at the University for further information. June 22-July 4.

"Reading through Children's Literature." K-12. 1 credit. Western Montana College. This will be given by Olive Niles, 1980-81 International Reading Association president. July 18-19.

"Storytelling," a 3-credit, week-long workshop given at Red Lodge and at Eastern Montana College by Sandra Rietz.

"Teaching of Sentence Combining." 3 credits. Montana State University, first session, taught by Jack Folsom.

This is only a sample. For further information on these and other summer-school activities, check the college summer catalogs or call our office. Remember, too, our office is open all summer—so if you are traveling through Helena, stop in and say hello; or, if you want some resources to study in the quiet, summer shade, use the hot line number 1-800-332-3402. I wish you a golden summer.

If I Could Give You Gold

I'd give you
a cat with
golden eyes,
a butterfly with
golden wings, and a bird
with a golden beak,
beautiful golden feathers.

—Heather Galiher,
Granville Stuart Elementary,
Deer Lodge

—Claudette Johnson, consultant
English/Language Arts

SCHOOL FOODS



AIMS Comment Period Extended

The comment period for the proposed Assessment, Improvement and Monitoring System (AIMS) process was extended to February 1, 1980, partly because many Montana school officials wrote letters to USDA requesting an extension. It is hoped the proper authorities will understand that many people feel AIMS will not be productive in its present form and will only increase costs and record keeping. In fact, many people feel that AIMS may take money that could help feed children.

While USDA and the Office of Management and Budget propose to control fraud and mismanagement through AIMS, they are at the same time proposing a budget that may eventually decrease the effectiveness of the school food service.

continued on page 6. . .

PRIME TIME

...continued from page 5

Administration Cuts

Currently the administration's proposals include:

1. A five-cent-per-meal reduction in the reimbursement for paying children. This means schools will receive five cents per meal less than the current rate of 17.75 cents. It also means the usual adjustments upward will not be forthcoming, making a total estimated loss per meal of seven cents. If this becomes effective, schools will receive 12.75 cents per meal instead of the estimated 19.75 cents per meal had the normal increases been budgeted. This could backfire when schools have to raise prices to make up the difference. Students who are now eligible for reduced-price meals but prefer to pay the full price may change their minds and apply for the reduced price. If this happens, any savings derived from the reduced support would be wiped out.

2. The complete deletion of donated foods from the breakfast program. Recently USDA signed a consent decree in court agreeing to vigorously pursue and encourage states to establish breakfast programs in schools, yet USDA wants to remove the commodities that help make the program successful.

3. Reducing the eligibility limits for free meals from 125 percent to 100 percent of the poverty level and eligibility for reduced price meals from 195 percent to 75 percent of poverty level. This will move many students currently eligible for free meals into the reduced-price category and force many students eligible for reduced-price meals into the paid category.

If this happens, along with other budget proposals, the precedent will be established for additional cuts to be made while more paper work is generated.

You are encouraged to contact your Congressmen, USDA and President Carter if you wish to make your views known.

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Georgia R. Rice
Superintendent of Public Instruction
Barbara Welter
Manager
Public Information
John Pepper
Administrative Assistant
Public Information
Gail Hansen
Word Processing Supervisor
Public Information

Montana Schools is distributed in the public schools and to the members of boards, associations, organizations and other individuals interested in Montana education. Copies are available free upon request, and comments are welcome. When reporting a change of address, please include the label with the former address and computer code. Address changes, material submitted for publication, questions and comments should be sent to Montana Schools, Office of Public Instruction, State Capitol, Helena, MT 59601.

Annual School Food Service Conference

Superintendents, encourage your School Food Service personnel to attend one of our food service conferences. The dates are August 12, 13 and 14 at Havre High School, and August 19, 20 and 21 at Bozeman High School. Registration starts at 7:45 a.m.

This year's conference will consist of seminars on equipment use, tips on purchasing, food organization and management, production techniques, and new equipment and products that are available. Session content is designed for staff from both large and small schools.

If you have any questions or would like more information, please contact the Division of School Food Services.

Mistakes, Mistake, Mitakes

Calculators are either lying or people are not double checking their reports before sending them to us. If your reimbursement checks aren't arriving on time, it probably means someone goofed. An inordinate number of errors on reports have caused considerable delays this year.

Why not double check your reports and make certain you aren't contributing to the problem.

Is Your Program in Order?

The Inspector General's office in Washington, D.C. has selected Great Falls, Helena and Missoula elementary school food service programs for audit. There is always the possibility that USDA, GAO and any number of other offices might pick your school for audit.

Among other things, they will check to see if applications for free- and reduced-price meals are completed. This means every blank must be filled in and the approving official must have dated and signed each application and shown on it whether the applicant qualifies for free- or reduced-price meals or was denied.

Menu record books must be properly completed, and all financial records must be in order. Overt identification of free- and reduced-price-meal students is also scrutinized. We hope that record-keeping and other requirements are implemented so that School Food Authorities will make no audit objection.

Breakfast Program

We recently received letters from two principals expressing the positive benefits of the breakfast (snack) program in their schools. Their statements reinforced our contention that hungry students generally have more behavior and scholastic problems than students who have eaten. They believe the student's learning capacity, energy level and alertness are directly affected by diet, especially at the start of the school day. As more than one commercial has put it, "Try it: you'll like it."

New Rules on Candy, etc.

As of July 1, 1980, there will be no more pop, gum or other "junk food" in schools serving lunches. USDA announced the deadline for removal of all food that does not meet established nutritional standards. The criteria require at least five percent of the RDA of any one of the following nutrients: iron, calcium, protein, vitamins A, C, niacin, riboflavin or thiamin—for each 100 calories per standard serving.

This means a salted nut roll may be acceptable while a plain Hershey bar would not be. Further guidance on this matter is available through the Division of School Food Services, 1-800-332-3402.

—Gary Watt, consultant
School Food Services



Montana Library Association to Meet

The Montana Library Association will hold their annual convention May 8-10 at the Heritage Inn in Great Falls. The three-day conference will feature workshops and several guest speakers including Ivan Doig, author of *This Land of Sky*, and Robert S. McKinnon, author of *To Yellowstone: A Journey Home*. There will also be displays of new publications, audiovisual equipment and software; a report from the Montana delegation to the White House Conference on Libraries; and a chance for librarians of all kinds to rub elbows and exchange ideas.

The program will begin Thursday at 10 a.m. with a series of day-long, pre-conference workshops sponsored by the Continuing Education Committee of the Montana Library Association.

The Montana School Library Media Association will conduct both a breakfast meeting and a general business meeting on Friday, and there will be additional opportunities for school librarians to compare notes, discuss accreditation standards and look over some of the newest instructional resources on the market. This is also a good opportunity to do some informal job scouting, find out who is retiring or moving and learn where additional job openings are contemplated for next year. Or, if you're looking for a new or replacement librarian, this is a good opportunity to meet and talk with prospects on an informal basis.

The cost of the Saturday workshops is included in the conference registration of \$12 for Montana Library Association members and \$20 for non-members; the cost of the Thursday workshops will be an additional \$10 for members and \$20 for non-members. Non-members are encouraged to attend the conference and participate in the workshops. Conference pre-registration materials will be mailed to all librarians in the state in early April. If you have not received them by April 10, contact Helen Anderson, P.O. Box 757, Fort Benton, MT 59442. Registrations will also be accepted at the door both Thursday and Friday.

For more information, call or write Bruce MacIntyre, Library Media Consultant, Office of Public Instruction, Helena 59601, 1-800-332-3402.

Whither the Film Library?

Although no one has come up with the money necessary to rescue the film library from its current financial difficulties (see *Montana Schools*, March 1980), a lot of concern and support have been expressed by administrators, librarians and teachers who want to see the service continue. A decision on the future of the library will be made soon, but meanwhile the cataloging and processing of the following films have been completed; and the films are ready for circulation.

9012 Ecology: Barry Commoner's Viewpoint EBE 1979 9-12, C Color 19 min. Barry Commoner's views on our environment are gaining an ever-wider audience. His four principles of ecology are: "Everything is connected to something else," "Everything must go somewhere," "Nature knows best," "There is no such thing as a free lunch." How these principles operate is the subject of this film. By visualizing how automobile pollution affects a national forest, we get a better idea of how living things interact with their environment.

9161 It's Your Move TRAV 1979 6-12, C, A Color 10 min. Presents 10 common auto-bicycle accident situations in which the cyclist must first recognize potential hazards and then quickly decide on a course of action. Filmed from the viewpoint of the cyclist, each situation unfolds in five seconds during which the student must recognize the hazard and take corrective action.

9169 Seat Belts Save Lives CHRY 1979 8-12, C, A Color 4 min. Using the Chrysler Motors test equipment and crash sleds, the film contrasts the impact to the passenger in a 30-mph impact with lap and shoulder belts, with lap belt only and with no restraint. Produced by Chrysler Corporation.

9171 Vegetables for All Seasons BARR 1979 8-12, A Color 10 min. A variety of fresh vegetables are shown on the farm, in the market and in the kitchen as they become a delicious salad. Examines vegetables from the standpoint of the farmer, the produce man and the cook.

9166 Passive Restraints: Ready When You Are DUER 1979 8-12, C, A color 15 min. An examination of air bags as a safety feature in standard automobiles. Using both test dummies and live volunteers, the film demonstrates in a variety of accident situations the function and effectiveness of air bags. Also discusses and shows the results of air bags used in a fleet of test cars and actual crashes involving these autos. Produced by Allstate Insurance Company.

9172 Look Before You Eat CF 1979 8-12 Color 22 min. A critical examination of our eating habits and their relationship to our health. The occurrence of sugar, salt and fat in our diet is looked at in detail. A group of students try for three weeks to reduce their consumption of sugar, salt and fat, and report on the results. Also shows a program that puts nutritious food into vending machines in place of junk food.

9174 It's Cool to be Smart MGH 1979 C, A Color 23 min. At present, gifted and talented students constitute one of this country's most neglected minorities. The film discusses common myths about the gifted through introduction to several individuals and explores the workings of several existing programs for gifted and talented. Excellent for use to encourage support for the development of special programs for the gifted.

9175-9176 Animal Farm NAAV 9-12, C, A Color 70 min. An animated version of George Orwell's classic political satire in which domestic animals revolt against their cruel master, Farmer Jones, and set up their own utopian society. In the end, however, they find that they have been taken over by shrewd pigs and have merely exchanged one form of tyranny for another.

9287 Women Get the Vote MGH 1979 7-12, C, A BEW 25 min. Uses historic footage to show the difficult and sometimes violent years of the campaign for women's voting rights and the final triumph of Susan B. Anthony in 1919.

9288-9289 Nuclear Power: Pro and Con MGH 1979 9-12, C, A Color 50 min. Part one explores the arguments in favor of producing electric power from nuclear energy, and part two argues the case against the nuclear solution to the nation's energy crisis. Produced by ABC News for national broadcast, the film provides an excellent background for discussion of the safety, reliability and regulatory and cost factors of nuclear power.

9290 Talk to the Animals MGH 1979 10-12, C, A Color 14 min. A segment from CBS' "60 Minutes" television series, the film examines some successful efforts to begin communicating with chimpanzees and larger apes. Shows how the discoveries from this research have been introduced to the teaching of brain-damaged and mentally-retarded children.

9291 Metis, The MGH 1979 8-12, C Color 27 min. In French, "metis" means the crossing of two races. The Metis, or French-Indian offspring of early French fur traders, became a people who bridged the gap between Indian and European life. The film covers the period of French and English struggles for the northwest fur trade, through the Metis' struggles with the Sioux Indians, and ends with the Northwest Rebellion of 1885.

There are also several new films on nutrition, smoking and driver education that could not be listed because of space limitations. Please call the library for more information.

—Bruce MacIntyre, consultant
Library/Media

UNCLASSIFIEDS



The **Second Annual Institute on Alcohol and Substance Abuse** will provide training for educators, professionals and others concerned with the need for a greater awareness of substance-abuse problems.

Place—Eastern Montana College, Billings. **Time & Date**—June 18-21, 1980. Registration is at 8 a.m. on June 18. Pre-registration by June 6 is advised. **Cost**—Registration fee is \$50. Registration and credit is \$70. If two or more persons from one organization register at the same time, the fee will be \$40 per person. **Housing & Meals**—Housing and meal plans are available. Contact Residence Life, Eastern Montana College, Billings, 59101, or call 657-2333.

For further information concerning the Institute, contact Maureen Jewell, School of Extended Studies, EMC, Billings, 59101, 657-2203.



Regional Workshops have been scheduled tentatively for the following locations:

Havre Monday, Aug. 25
Glasgow Tuesday, Aug. 26
Sidney Wednesday, Aug. 27
Lewistown . . . Thursday, Aug. 28
Laurel Friday, Aug. 29
Butte Tuesday, Sept. 2
Ronan Wednesday, Sept. 3

The workshops will be conducted as listed if an adequate number of schools in each region indicate they will utilize the day. Schools in each region are currently being surveyed. School administrators can indicate their interest in attending a particular workshop by calling on the education hotline.

The program at each workshop consists of a series of small-group sessions that treat all aspects of the school program. Although each workshop is planned for those schools that are using the program for a PIR day, the sessions are open to all interested educators. For more information, contact Duane Jackson, Office of Public Instruction, 1-800-332-3402.



A 21-page booklet, "**What Every Physical Educator Should Know About Asthma**," is available free upon request from the American Lung Association of Montana, Christmas Seal Building, 825 Helena Ave., Helena 59601.



A **scholarship fund for undergraduate students** in education is being established at the University of Montana in the name of Linus J. Carleton. Carleton is Professor and Dean Emeritus of the School of Education. He retired in 1970 after 24 years at the U of M. For 15 of those years, he was Dean of Education.

The first Doctor's Degree program at the University was developed under his leadership, a sixth-year program for school administrators was begun, and new programs for the preparation of elementary teachers and guidance personnel were instituted.

Contributions to the Linus J. Carleton scholarship fund may be made to the University of Montana Excellence Fund, U of M Foundations, University Hall 133, Missoula 59812. Be sure that your contribution is clearly marked for the Linus J. Carleton Scholarship Fund. Contributions are tax-deductible.



The **National Council of Teachers of Mathematics** recently stated that teachers should know and understand mathematics substantially beyond the level at which they teach. An opportunity to upgrade the training of secondary teachers is being offered this summer at the University of Montana.

The U of M mathematics department has recently revised and modernized its Master of Arts in Teaching of Mathematics program and will begin offering new courses this summer, June 16-July 11. These courses will treat both traditional needs and new topics and techniques that have recently entered into secondary school mathematics.

Because the program at the U of M is the only authorized M.A.T. program in the state, it is important that it be continually updated. Two courses, one on problem solving and one on programmable mathematics and programmable devices, will be offered this summer. Courses in computer science will also be offered. Additional courses will be offered in subsequent summers. These courses are important for secondary mathematics teachers whether or not they plan to pursue the M.A.T. degree.

For more information, write or call: Dr. Rick Billstein, Mathematics Department, U of M, Missoula 59812, 243-2603.



The College of Education at MSU will not be able to administer the **Women in School Administration Project** during the 1980-81 school year, as reported earlier, owing to delays by the federal government in processing MSU's grant application.

Rescheduled notification dates have moved the grant approval to as late as September 1980. A majority of the applicants to this program are presently teaching in Montana schools. For these individuals, any funding date later than June would cause hardship to them and to the school districts that employ them. Therefore, the project has been postponed until next year.

If you have questions, please call or write Dr. Robert Thibeault, Educational Services, Montana State University, Bozeman 59717, 994-4933.



This year's **State Driver Education Conference** will be held May 4-5 at the Village Red Lion Motor Inn in Missoula.

Sponsored by the Montana Traffic Education Association and the Office of Public Instruction, the conference will feature presentations by Dan Burden, publisher of **Bicycle Forum** magazine; Dr. Jack Weaver, director of the National Safe Performance Driver Education Research Project; and Dr. Richard A. Whitworth, manager of Traffic Safety, Planning and Training for the General Motors Proving Grounds.

Burden will discuss bicycling from the motorist's point of view. Weaver will discuss the history and progress of driver education. Whitworth will discuss driving techniques for handling emergency and critical situations.

In addition, there will be presentations on driving and fuel conservation, Montana motor vehicle law, and vehicle safety for children. The theme for this year's conference is "Saving Fuel and Lives Through Quality Traffic Education."



For information on the **Youth for Understanding student exchange programs**, write U.S. Programs, Youth for Understanding, 3501 Neward St. NW, Washington, D.C. 20016. Summer and year programs are offered.



The focus of this year's **Earth Day** celebration (April 22) will be on the quality of the environment in the community. Teachers are encouraged to plan activities to celebrate the day at school.

The following are suggestions for elementary and secondary schools.

- Encourage all teachers to study environmental topics in their classes.
- Organize a neighborhood clean-up day.
- In shop classes, construct bird feeders, solar collectors, window boxes for class gardens, etc.
- Plan a special PTA program around Earth Day '80 theme.
- Give special driver education classes on engine tune-ups, maintenance and gas-saving techniques.
- Take a trip to the community's oldest building. Talk about historic preservation.
- Stage a debate on an environmental topic. Help to prepare radio and television public service announcements noting Earth Day '80 events in your neighborhoods.
- In math class, figure out comparative energy costs of going to school by car, bus, train, bike or foot.

Send your ideas and plans to: Shari D. Coleman, Educational Organizer, Earth Day '80, 1638 R St. NW, Washington, D.C. 20009, (202) 293-2550.



The **Keep Montana Green Association** announces the opening of their annual Fire Prevention Poster Contest. Rule sheets have been mailed to all schools.

The contest is open to all K-12 students, and poster entries—depicting the importance of preventing wildfires in our forests and rangelands—must be submitted by April 15. Top winners will compete in the international poster contest in British Columbia in December.

For more information write or call: Keep Montana Green, 2705 Spurgin Rd., Missoula 59801, 728-4300.



The Music Educators National Conference (MENC) is considering the establishment of a **General Music Council within MENC**. Further discussion and possible action on this matter are anticipated during the MENC National Conference, Miami, this April.

A General Music Council through MENC is dependent upon a demonstration of need and enthusiasm from members.

Although your responses will be too late to register at the MENC national conference, please register your opinions promptly with Kay Burkhardt, Arts in Education Consultant, Office of Public Instruction, Capitol, Helena, 59601; 1-800-332-3042.



UNCLASSIFIEDS

Teacher's retirement changes announced

The Teachers' Retirement Board has announced that effective July 1, 1980, the rate of interest credited to members' accounts will increase from 5½ percent to 7 percent.

The rate of interest charged on the purchase of previous membership service, out-of-state teaching service, military service and service while on leave will also increase from 5½ percent to 7 percent on July 1.

The increased rate will apply only to those members who have not initiated payment prior to July 1. You may, however, begin a payment plan prior to the end of the current fiscal year. You would then have until June 30, 1984, to complete payment without having to pay the higher interest rate.

Anyone who is eligible or interested in purchasing additional creditable service should con-

tact the Teachers' Retirement System, 1500 Sixth Ave., Helena 59601.

A few additional facts about the Teachers' Retirement System are:

A member can retire at any age with 30 or more years of service.

A member with less than 30 years of service must be age 55 to retire at a reduced benefit.

Anyone contemplating retirement at the end of the current school year should contact the Teachers' Retirement System for estimates of retirement benefits and an application for retirement. If you have additional service that may qualify as creditable service—such as out-of-state service, military service, or service while on leave—you must verify this service, and it must be purchased prior to your retirement.

Basic skills grants available

Grants to support Basic Skills (reading, mathematics and oral and written communication) programs are now available under provisions of Title II, Part B, of P.L. 95-561.

Grants will be available for the purpose of staff training, materials and equipment in order that a district may adopt a basic skills program (for ALL STUDENTS) proven to be successful by the Joint Dissemination Review Panel (JDRP), a national validation organization. A

description of such projects is contained in the book **Educational Programs That Work**.

Adoption grants will be awarded up to a maximum of \$5,000 each. These are competitive grants and subject to a review and approval process. The filing deadline (postmarked) is May 14, 1980.

If you would like application materials, call Rita Browlee, Title II Consultant, on the Education Hotline, 1-800-332-3402. ★

April

11-12 Dist. Music Festivals (8-13)
13-15 DECA State Career Development Conf.-Helena
13-19 National Library Week
14 Board of Public Education meeting-Helena

14-16 State VICA conf.-Have
18-19 Dist. Music Festivals (1-7)
22 Earth Day
24-25 MT. Assoc. of Secondary School Principals conv.-Bozeman

TO:

Toll-free educational hotline:
1-800-332-3402

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Montana Schools

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Montana State Library

Volume 23, No. 8 Office of Public Instruction Georgia Rice, Superintendent April 1980 (USPS 091 970)

from the PLEASE RETURN SUPERINTENDENT

In the 1960s and 1970s our economy seemed to have unlimited and unprecedented capabilities.

Today we still have difficulty conceiving the economic limits of our society. Most of us continue to take pride in our traditional work ethic, in our inherited pioneering spirit and in the idea that hard work can overcome any obstacle. We find it difficult to conceive of constraints or limits, much less to accept them.

The change in our economic circumstances is exemplified in a simple poem we all learned when we were younger. Like "Humpty Dumpty"—all the king's horses in Washington, D.C. and all the king's men in Helena will not restore the economy to the level of the 1960s.

I doubt that you will find that verse in any textbook on economics or administration, but I doubt that any of us will reject its truth. The days of unrestricted resources we once considered unlimited are gone.

This fact should provide us no reason for gloom, but reason for an interesting challenge. We cannot, nor should, shortchange future generations because we face problems that are new or different to us. We have begun to realize that the people in Washington, D.C. cannot restore our economy to its earlier state. We must begin to accept that solutions to this problem begin with us.

We will move in new directions. We will continue to make the most effective use of public dollars and relearn to rely on one another.

We must now move from a concern for our interests to an honest, active interdependence. I am enthusiastic about this prospect, because the children we serve stand to benefit. Special interest can afford to ignore limitations; interdependence cannot. In addition, interdependence will require us to establish priorities among our differing needs in the interest of our common benefit.

At this time, citizens are electing school board members and voting on mill levies. These levies are, now more than ever, needed if we are to have the quality of education our children need and deserve. We have a tradition for levies—approximately 90 percent of them have passed



each year. In the coming years of economic uncertainty and challenge we must continue to work for community support for our public schools.

Nor can we give up on other support systems which have helped education in the past, both state and federal. Our legislators and congressmen have very good records of support for education. Through our careful management of the resources they provide, we can expect their continued support.

Great economic challenges lie ahead. We have the qualifications and dedication to meet them. Let us approach them cooperatively and constructively—with deliberate haste and enthusiasm.

Georgia Rice